

# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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2022/23



**KEISS PRIMARY SCHOOL & NURSERY**  
HIGHLAND COUNCIL

# Introduction: Local and National Context

## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

### Highland Priorities



### National Improvement Framework Priorities



#### Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

#### Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

#### Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

#### Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

#### Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

#### Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

#### Looking outwards - learning from others

Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-sìgridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Sylvie Sinclair  
Acting Head Teacher  
Keiss Primary School & Nursery  
Bower Primary School

## School Profile

### Pròifil na Sgoile

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The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

**Attendance**  
96%

**Average Class Size**  
22

**Meeting PE Target**  
Target Met

**Pupil Numbers**  
45

**Teacher Numbers**  
2

**Pupil Teacher Ratio**  
22.5/1

Keiss Primary School is located in a rural setting serving the local communities of Lyth, Slickly, Freswick, Miltown, Auckengill, Alterwall, Sortat, Lyth, Ruthers of Howe, Howe, Mireland, Nybster and Keiss on the east coast of Caithness county in Scotland's Highland Council area.

There are 45 children attending the school and 7 children in nursery, ranging from N3 - P7. P1 - 7 are taught together in a single multi-stage class and there is a separate nursery for 3 and 4 year olds.

The Head Teacher has overall leadership responsibility for Bower and Keiss Primary School and Nursery. Staff and children from both schools work together regularly. Pupils at Keiss are taught into two composite classes. P1 to 4 taught by one teacher and 5 to 7 by a second teacher.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Most children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

**Reading**

Good progress

**Writing**

Good progress

**Listening and talking**

Good progress

**Numeracy**

Satisfactory progress

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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**Vision:** At Keiss Primary School and Nursery, our learners will become hard working, confident, clever and caring citizens for our community and beyond.

**Values:** We will all work together to develop our school and nursery values: KIND & CREATE – Kindness, Integrity, Nurture, dependability, Community, Respect, Equality, Achievement, Teamwork, Endeavour

**Aims:** At Keiss Primary School and Nursery we aim to:

- Inspire each other to have confidence and independence in our learning and achievements
- Try our best in dynamic, challenging, and play-based learning experiences.
- Take on responsibilities and develop our ability to make sensible decisions and,
- Have fun and celebrate success

## Review of progress for session

### Ath-sgrùdadh air adhartas airson an t-seisein

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These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority:

**Further develop professional understanding, knowledge and competence in the teaching of Reading and Writing by undertaking CLPL from the Highland Council**

#### **Purpose:**

This project has been developed in response to dips in attainment in Reading and Writing

#### **Progress:**

All teachers completed CLPL across the year. Team teaching sessions with Jenny Wilson, joining classes remotely. Progression has been made in Reading and Writing.

#### **Impact:**

Teachers 'knowledge and confidence in using Talk for Writing and Talk for Reading approaches has become more secure. High Quality Assessments have demonstrated that outcomes have been met. Teachers have improved their pedagogy Teachers and children are able to self-evaluate their knowledge and understanding. They can analyse where they are now, where they want to get to and how they are going to do it.

#### **Next steps:**

- To continue to provide more training related to Talk for Writing and Reading
- To further develop competency in practitioners' knowledge and understanding of Talk for Writing and Reading and other approaches to literacy.
- Learners to become more aware of new teaching approaches.

- To continue with tracking, monitoring conversations, professional dialogue to inform progress and any amendments to be made.
- To develop accessible and clear planning tools with benchmarks.

School Priority:

## Understanding and improving assessment and moderation strategies in learning, teaching and assessment.

### **Purpose:**

This project has been developed in response to dips in attainment in both literacy and numeracy. There is a variation in conference across schools in using the Benchmarks.

### **Progress:**

We continue to embed Number Talks and develop this in our approaches to numeracy and mathematics.

Our teaching team have participated in the Moderation process. Reading was the core focus and practitioners moderated in school, across cluster and across the Wick ASG.

We implemented a tracking system,

### **Impact:**

It has ensured consistency in approaches in teaching numeracy and mathematics across the school..

Teachers are more confident in making judgement about a security of a level.

Our tracking and monitoring system is providing a robust way to track and monitor learner progress and attainment. Using this data has provided clear areas for improvement in the coming years in our school.

### **Next steps:**

- Continue the moderation process next year
- Continue to embed the practice of Number Talks in our school.

## Developing Practice in Keiss Nursery

### Purpose:

We will further develop how to make effective use of assessments, providing universal support and developing our digital skills.

### Progress:

The quality calendar was introduced by the HT and is complete and up to date. All care plans are up to date and are having a positive impact for our learners.

All staff have visited another setting to learn from

The early years teacher, is focusing on the curricular aspects of literacy and numeracy

All children have personal profiles, a new document, implemented in August 2022 called 'Being Me' which shows a profile, all about me and meeting ongoing needs. These are implemented and reviewed as set out in the quality assurance calendar.

We follow Shanarri indicators and listen to children's interests and choices. Learning conversations and next steps allow the children to voice what they would like to develop.

All staff have regular meetings and day to day discussions about learners need.

Families are involved in this process through Seesaw. Staff also keep a tracking report updated regularly which senior management and senior leadership monitor.

### Impact:

Learning profiles show progression and developments and are up to date. Through self-evaluation and reference to the improvement plan continuous improvement, success and achievement for our children are central to our planned strategies implemented. This can be seen in the children's care plans, learning profiles and development overviews. Also, through observations, children are happy, thriving, developing and all needs met according to the health and social care standards.

Staff brought back ideas that they implemented in our setting.

There has been lots of positive outcomes for the children in reading, writing and talking. Evidence of this is in the floor books and self-evaluation.

Digital skills have improved throughout, staff are more confident using the smartboard which has a positive impact on the children and they can also create resources digitally. They use Seesaw as a mean of assessment and communication with parents.

This allows families to contribute so all staff are sensitive and provide personalised support to each individual child.

Evidence of this is on Seesaw and demonstrates positive outcomes.

Staff always make adjustments to the setting to meet the needs of the child and to make interactions as positive as possible.

Children's learning profiles, development overviews and care plans all show progress and accurate judgement from staff.

Es &Os outcomes are planned and responsive.



## Next steps:

- To develop staff confidence in providing for learners with ASN
- To become more knowledgeable and implement play pedagogy(outdoor learning)
- To improve family engagement in our setting
- To continue providing curricular aspects of literacy and numeracy

## Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

In June 2021-2022 54% were not age and stage.

In June 2022-2023. 32% of children were not age and stage. Results improved by almost half.

In Writing, the percentage of pupils who were not age and stage in 2021-2022 was 37%. Percentage of children who are not age and stage in 2022-2023 is 35% . So we can see a reduction of 2% which is far from half as was hoped.

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## Wider achievements

Opportunities to ensure achievement through a wide range of activities are promoted across the school and nursery. We recognise individual achievement by regularly sharing at assembly. Out of school events and success in competitions / awards are also shared at assemblies, in newsletters and on Seesaw. Winning entries of artwork, competitions etc. are displayed at the entrance of the school. We have 'Celebrating Success' wall displays.

We believe strong, supportive and nurturing relationships are key to our school community thriving together. Relationships at all levels are based on our key values of kindness, honesty, respect and fairness.

Children identify with this ethos of achievement and have a strong belief that they can be successful locally and nationally too. We are very proud of our pupils who are confident, aware of their responsibilities and have a positive "can do" attitude.

All pupils participate in two hours PE every week through a mixture of swimming, PE lessons, Mile a Day, BMT and GoNoodle.

All staff and pupils are aware of their role in maintaining and achieving high standards in all of our vision, values and aims.

We have many buddy systems established where older children look after younger children and are involved in reciprocal teaching of literacy and numeracy.

Partnerships are vital to us. A cornerstone of our approach is establishing a positive and supportive relationship with parents, and we actively encourage parents to participate in their child's education.

We communicate extensively with parents through Seesaw. We showcase children 's work and parents can comment on it. Parents are aware of the fact that they can contact the school if there are any issues arising.

This session, we raised money for Comic Relief, Children in Need, MFR. Our Lego club took part in the regional tournament 2022-2023 and won the Judges' Award.

Children of all ages are offered opportunities to be involved in activities, such as coding, football, dancing.

The Active Schools Co-ordinator works closely with the school. This year, we also had a motivational speaker.

## Comments from learners, families, stakeholders and staff

### Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

#### Comments from learners:

<b>Pupil Questionnaire Results – March 2023</b>				
	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
I enjoy learning in school.	41.3%	58.7%	0%	0%
I get along well with people in my class.	43.5%	52.2%	2.2%	4.3%
I enjoy lunch time in the dinner hall.	60.9%	39.1%	4.3%	4.3%
I feel safe in school.	63%	34.8%	2.2%	0%
My teacher listens to my views.	52.2%	43.5%	4.3%	0%
Staff talk to me regularly about how to improve my learning.	37%	58.7%	6.5%	0%
I get help when I need it.	52.2%	47.8%	4.3%	0%
Children in school are friendly	58.7%	39.1%	4.3%	4.3%
I think it's a good idea to wear school uniform.	32.6%	56.5%	10.9%	2.2%
I have adults in the school I can speak to if I am upset or worried about something.	58.7%	41.3%	2.2%	0%
Pupils think that teachers at Keiss PS are good.	63%	34.8%	2.2%	0%
Staff make sure pupils behave well.	58.7%	39.1%	4.3%	2.2%
Staff are good at dealing with bullying behaviour.	52.2%	41.3%	4.3%	4.3%
The pupil council is making improvements to the school.	41.3%	58.7%	0%	0%
I take part in out-of-class activities and school clubs.	37%	56.5%	2.2%	4.3%
People think Keiss is a good school.	71.7%	26.1%	0%	2.2%
I am pleased this is my school.	73.9%	26.1%	2.2%	0%

#### Comments from families:

<b>Parent Questionnaire Results – March 2023</b>				
	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
My child likes being at this school.	42.9%	57.1%	4.8%	0%
Staff treat my child fairly and with respect.	52.4%	52.4%	4.8%	0%
I feel my child is safe at school.	66.7%	33.3%	0%	0%
The school helps my child feel confident.	47.6%	47.4%	9.5%	0%
I feel the staff really know my child as an individual.	47.6%	52.4%	4.8%	0%
My child copes well with learning.	42.9%	57.1%	4.8%	0%
My child receives the help he/she needs to do well.	42.9%	61.9%	0%	0%
The school is welcoming and there are opportunities to get involved.	61.9%	38.1%	4.8%	0%
My child is encouraged by the school to be healthy and take regular exercise.	42.9%	52.4%	4.8%	0%
The school supports my child's emotional well-being.	38.1%	61.9%	4.8%	0%

My child is making good progress at the school.	57.1%	47.6%	0%	0%
I receive helpful, regular feedback of how my child is learning and developing e.g. informal feedback, reports and learning profiles.	66.7%	33.3%	0%	0%
School and class newsletters are informative and easy to understand.	66.7%	28.6%	4.8%	0%
The information I receive about my child reaches me at the right time.	38.1%	61.9%	0%	0%
I understand how my child's progress is assessed.	28.6%	66.7%	4.8%	0%
The school gives me advice on how to support my child's learning at home.	23.8%	76.2%	4.8%	0%
I receive helpful and regular information about the school.	42.9%	57.1%	0%	0%
The school organises activities where my child and I can learn together.	14.3%	57.1%	28.6%	0%
The school seeks my views and listens to my concerns.	33.3%	57.1%	9.5%	0%
I feel comfortable approaching the school with questions, suggestions and/or problems.	52.4%	42.9%	4.8%	0%
I feel encouraged to be involved in the work of the parent council.	33.3%	47.6%	14.3%	4.8%
I am kept informed about the work of the parent council.	38.1%	38.1%	23.8%	0%
I am satisfied with the quality of teaching in the school.	52.4%	47.6%	0%	0%
The school is well led and managed.	52.4%	47.6%	0%	0%
The school encourages children to treat each other with respect.	61.9%	38.1%	0%	0%
I would recommend the school to other parents.	57.1%	38.1%	4.8%	0%

### Comments from stakeholders:

'The children in the 5-7 class were lovely, sensible, very keen to get on with tasks and show their best work.'

'Nothing more required in my view. This is a friendly, supportive school and a pleasure to work with.'

'Keiss School is always great to visit.'

'All very good. Staff very helpful and nice.'

### Comments from staff:

Teacher Questionnaire Results – March 2023				
	Strongly agree	Agree	Disagree	Strongly disagree
Keiss PS has a welcoming atmosphere.	50%	50%	0%	0%
I find it rewarding to be a member of staff at Keiss PS.	0%	100%	0%	0%
I feel a valued part of the school community.	0%	100%	0%	0%
Stall at all levels within the school communicates effectively with each other.	0%	50%	50%	0%
Staff treat all pupils fairly and with respect	0%	100%	0%	0%

Respect Initiative Nurture Happiness Endeavour Teamwork Community Kindness

Staff and pupils respect each other.	0%	50%	50%	0%
I have been actively involved in developing the school's vision and values.	0%	100%	0%	0%
I have opportunities to be involved in agreeing priorities for the school.	0%	100%	0%	0%
I have regular opportunities to help shape the curriculum by having staff discussions and working groups.	0%	100%	0%	0%
Moderation activities are helping me sound professional judgements.	0%	50%	50%	0%
Staff have a shared understanding of their responsibilities for all in literacy, numeracy and health and wellbeing.	0%	100%	0%	0%
I am actively involved in the school's on-going self-evaluation.	0%	100%	0%	0%
Staff are given the opportunity to learn and share practice with colleagues from the school and other schools.	0%	0%	100%	0%
Staff are encouraged to share good practice.	0%	100%	0%	0%
I have good opportunities to take part in continuing professional development.	50%	50%	0%	0%
I am aware of and involved in the school's strategies for raising attainment for all.	0%	100%	0%	0%
I am aware of the school's procedures for protecting children	0%	100%	0%	0%
Pupils take an active part in their learning.	50%	50%	0%	0%
Pupils are involved in setting learning targets.	0%	100%	0%	0%
All pupils are given activities which meet their learning needs.	0%	100%	0%	0%
Staff regularly ask for pupil's views on how their learning experiences could be improved.	50%	50%	0%	0%
Pupils are provided with opportunities to evaluate their own work and that of others.	50%	50%	0%	0%
The school has effective strategies to support pupils with their learning.	0%	100%	0%	0%
Support for pupils with additional needs is effective.	0%	50%	50%	0%
The school arrangements for engaging parents in their child's learning are effective.	0%	50%	50%	0%
Collaborative working across the school is effective in taking forward improvement.	50%	0%	50%	0%
The school implements the behaviour policy effectively.	0%	50%	50%	0%
I am provided with feedback when I report an incident.	0%	50%	50%	0%
I receive appropriate support for planning, preparation of resources and assessment.	0%	50%	50%	0%
I feel my workload is manageable.	0%	0%	50%	50%
I feel supported by the management team.	50%	0%	50%	0%
Leadership at all levels is effective.	0%	100%	0%	0%

### Non-Teaching Staff Questionnaire Results – March 2023

	Strongly agree	Agree	Disagree	Strongly disagree
Keiss PS has a welcoming atmosphere.	50%	50%	0%	0%
I find it rewarding to be a member of staff at Keiss PS.	25%	75%	0%	0%
I feel a valued part of the school community.	25%	75%	0%	0%
I feel appropriately supported by the school to undertake my role.	50%	50%	0%	0%
I enjoy working at Keiss PS.	50%	50%	0%	0%
I understand how to apply the school's procedures relating to child protection and safeguarding.	25%	75%	0%	0%
Pupils are safe at Keiss PS.	25%	75%	0%	0%
Staff treat all pupils fairly and with respect.	25%	75%	0%	0%
Colleagues treat each other with respect.	25%	75%	0%	0%

Respect Initiative Nurture Happiness Endeavour Teamwork Community Kindness

Pupils are encouraged and supported to treat each other with respect.	25%	75%	0%	0%
Children are well-behaved and polite.	25%	75%	0%	0%
The school implements the behaviour policy effectively.	25%	75%	0%	0%
I am provided with feedback when I report an incident.	25%	75%	0%	0%
Staff at all levels within the school communicate effectively with each other.	25%	75%	0%	0%
I feel my workload is manageable.	25%	50%	0%	25%
The school is well led and managed.	25%	75%	0%	0%
Leadership at all levels is effective.	25%	75%	0%	0%

‘Link between school and community is very strong.’  
‘Staff are willing to go above and beyond to support the children and the school.’  
‘There is a positive ethos in the school.’

## Capacity for continuous improvement Comas airson leasachadh leantainneach

Using indicators from ‘How Good is our School 4’ together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY	SECONDARY
<b>QI 1.3</b> Leadership of change	Very good	Good	Choose an item.
<b>QI 2.3</b> Learning, teaching and assessment	Very good	Good	Choose an item.
<b>QI 3.1</b> Wellbeing, equality and inclusion	Very good	Good	Choose an item.
<b>QI 3.2</b> Raising attainment and achievement/Securing children’s progress	Very good	Good	Choose an item.

Our overall evaluation of our capacity for continuous improvement is:  
We are confident in our capacity for continuous improvement.

## Key priorities for improvement planning Prìomhachasan airson planadh airson leasachadh

- Continue to improve literacy attainment especially writing
- Continue to improve numeracy attainment
- Continue to develop outdoor learning focussing on play based pedagogy
- Continue to improve teachers’ confidence in tracking and monitoring the progress of learners.

## Planning ahead

### A' planadh air adhart

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Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://blogs.glowscotland.org.uk/glowblogs/keissprimaryschoolandnursery/> or by contacting the school office.